"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

DUBAI
Knowledge المعرفة

Inspection Report
2018-2019

Ambassador School

11 YEARS OF INSPECTIONS

Good

Curriculum
CISCE

Contents

School Information

General Information

	Location	Al Mankhool
	Opening year of School	2013
	Website	www.ambassadorschool.com
	Telephone	04398-3-535
	Principal	Sheela Menon
	Principal - Date appointed	9/8/2015
	Language of Instruction	English
	Inspection Dates:	08 to 10 October 2018

Students

	Gender of students	Boys and girls
	Age range	6-18
	Grades or year groups	Grade 1-Grade 12
	Number of students on roll	779
	Number of Emirati students	0
	Number of students of determination	50
	Largest nationality group of students	Indian

Teachers

	Number of teachers	100
	Largest nationality group of teachers	Indian
	Number of teaching assistants	17
	Teacher-student ratio	1:8
	Number of guidance counsellors	5
	Teacher turnover	10%

Curriculum

	Educational Permit/ License	Indian
	Main Curriculum	CISCE
	External Tests and Examinations	ICSE, ISC, IBT, ASSET, CAT4,
	Accreditation	ICSE; ISC
	National Agenda Benchmark Tests	ASSET, IBT, CAT4

School Journey for Ambassador School

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good
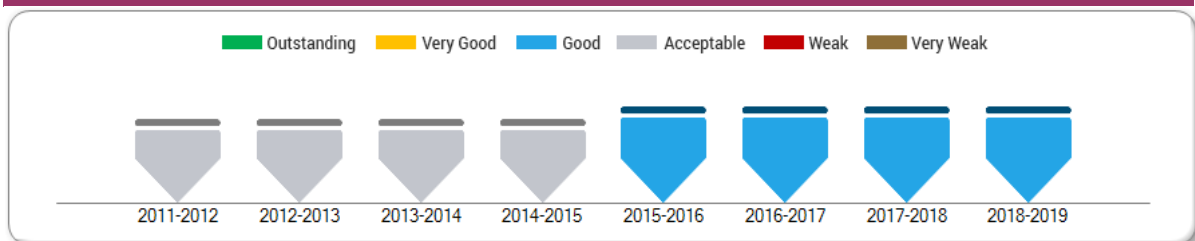
Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes	• Improvements in attainment and progress have resulted in students achieving consistently very well across English, mathematics and science in all phases of the school, and in Islamic education in the primary phase. Attainment is lower in Arabic, particularly in middle and secondary phases. Across the school, students' learning skills are at a very high level. Students demonstrate purposeful collaboration, independence and enterprise. • Students are highly motivated in their school work and take very good responsibility in their learning. The exemplary behaviour and leadership of senior students are reflected in improved personal development in the primary phase. Students enjoy being innovative in their classes and club activities. Senior students develop and test their ideas independently to find creative solutions, for example to reduce pollution. They have strong links with the community and UAE society, especially through their charitable activities.

Provision for learners	• The quality of teaching remains strong in the secondary phase. It has improved in primary, but is more variable in middle phase lessons. The school implements external and national assessment processes very well. Staff analyse carefully student achievement data in external and curriculum assessments, and monitor progress effectively. Teachers are not always consistent in using class assessments in planning different approaches in order to raise expectations and challenge. • Significant changes in the delivery of the curriculum in the primary phase are having a positive impact on how students learn. In addition, these provide a more seamless transition for students into the lower primary phase. Improvements in teaching are supporting students' needs very well by ensuring that they can make effective connections across subjects. • The school provides exemplary care for all students. Staff encourage healthy lifestyles and offer advice on healthy eating. Students take part in a wide variety of activities for sport and exercise. The enhanced team of staff to support the needs of students of determination is having a significant impact on the quality of each individual's learning and outcomes.

Leadership and management	• With the very clear leadership of the principal and very effective governance, the school has successfully implemented improvements since the previous inspection visit. The broader management structure ensures that responsibilities are appropriately devolved at phase and class level. Parents now play an even stronger role in decision making through the parent council and their representation on the governing board.

What the School does Best:

- Student confidence and responsibility, in particular senior students' leadership and supportive role with their peers
- Attainment and progress in English, mathematics and science
- Inclusive ethos and practice, welcoming all students
- The leadership of the principal and the role of governors, including parents' involvement in decision making

Key Recommendations:

- Improve attainment and progress in Arabic as an additional language by:
  - making accurate assessments of students' achievement in class and using the information to match work in lessons more effectively to students' abilities
  - raising teachers' understanding of best teaching practice and their expectations of what students can achieve in lessons
  - improving the capacity of leaders to evaluate and monitor students' progress accurately.
- Improve the effectiveness of teaching in the middle phases, and ensure consistently high quality across all phases.
- Ensure that self-evaluation accurately reflects the strengths and development needs of the school and is firmly based on outcomes for students.

Overall School Performance

Good

<table>
<tr><td colspan="2" style="background:#8B2850;color:white">1. Students' Achievement</td><td></td><td></td><td></td></tr>
</table>

		Primary	**Middle**	**Secondary**
Islamic Education	Attainment	Very good	Good	Good
	Progress	Very good ⬆	Good	Good
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable ⬇	Acceptable
English	Attainment	Very good ⬆	Very good ⬆	Very good
	Progress	Very good ⬆	Very good	Very good
Mathematics	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
Science	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

	Primary	**Middle**	**Secondary**
Learning skills	Very good ⬆	Very good ⬆	Very good

2. Students' personal and social development, and their innovation skills

	Primary	Middle	Secondary
Personal development	Very good ⬆	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good ⬆	Very good
Social responsibility and innovation skills	Very good ⬆	Very good ⬆	Very good

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Very good ⬆	Good	Very good
Assessment	Very good ⬆	Very good ⬆	Very good

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Very good ⬆	Very good	Very good
Curriculum adaptation	Very good ⬆	Very good ⬆	Very good ⬆

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Very good ⬆	Very good ⬆	Very good

6. Leadership and management

The effectiveness of leadership	Very good ⬆
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good ⬆
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression in International Assessments	is above expectations

- No students at the school were entered for the 2012 TIMSS and PISA tests, therefore there is no progression data available. In 2015 TIMSS and PISA targets were not met, but the recent PBTS results show that the show has made significant progress and students are achieving above their current targets. GAP analysis is positive in all subjects.

Impact of Leadership	is above expectations

- The school leadership has invested significant time and energy into developing robust systems that allow them to analyse data and track student progress. Analysed data is shared across the school community and is used to influence curriculum, teaching and student learning.

Impact of Learning	meets expectations

- The delivered curriculum pedagogy is changing, especially in the primary phase, where additional opportunities for students to investigate and inquire have been provided. There is increased provision for STEM classes. The current school's curriculum achievements show improvements across English, mathematics and science. Students' knowledge, skills and understanding in these areas shows a level of achievement that is, on average, above expected CAT4 potential. Students' critical thinking skills for analysing and evaluating conceptual and contextual problems are developing.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Review the monitoring of tracking processes and accountability for students' progress in all subjects to ensure that all groups of students are meeting their potential.
- Implement enhanced teaching and learning strategies to develop students' critical thinking in independent inquiry and research, and to help their reflection and assessment of their own learning experiences.

Reading Across the Curriculum

- The school's evaluation of reading achievement to measure the impact of new strategies on improving students' progress over time is developing.
- Students understand the focus on their ability to use their reading across subjects. Many are familiar with the strategies to help them understand specific vocabulary, such as reading prompts in mathematics and science.
- The library resource is used well by senior students to discuss and extend their use of texts for critical thought. It is not fully integral to the encouragement and support across other stages or all subjects.
- Leaders, parents and governors demonstrate clear commitment to the reading initiative. A few staff are not yet fully confident in implementing strategies to support students in their subject areas.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Introduce reading assessment into students' achievement tracker documents, across all subjects, to ensure that all teachers use appropriate strategies for students to access curriculum concepts and content successfully.

UAE Social Studies

- Adaptations of the UAE social studies curriculum enhance students' learning and knowledge very well. Resources are appropriately matched to meet the needs of different groups of learners.
- Students work independently, and are able to understand and appreciate Emirati traditions and culture. They make connections between areas of learning and enjoy exploring and comparing other cultures.
- In lessons and in personal research, a majority of students attains levels that are above curriculum standards of UAE social studies.
- The majority of students is able to make better than expected progress in relation to individual starting points and curriculum standards.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Across the school, students' participation and action in innovation, enterprise and technology is well developed. Students use inquiry and research skills confidently and are developing effective critical thinking for depth of understanding. There is an ethos of innovation.
- Students are confident users of learning technologies, particularly in science and robotics, when they are given the opportunities to use them. These are not yet daily classroom experiences.
- Entrepreneurship skills are used in a range of activities such as creating natural paints, growing plants hydroponically, and collaborating to implement the reduction of paper and plastic use in school.
- Teaching is used well across subjects to incorporate student-generated innovations. This is evident in displays and in discussions with students. Critical thinking is successfully incorporated in many lesson plans.
- Teachers create the learner spaces that allow for innovative ideas to flourish outside classes. School clubs and extra-curricular activities are especially effective in stimulating innovative ideas.
- The vision and direction of the principal ensures the culture of innovation in the school environment. This is greatly enhancing students' experiences, and links their creative and inquiry skills to real-life applications and environmental issues.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

Islamic Education

	Primary	Middle	Secondary
Attainment	Very good	Good	Good
Progress	Very good ⬆	Good	Good

- Students' attainment is particularly strong in the upper primary phase. Secondary students' abilities to infer sound interpretation of Hadith and Qur'anic verses are well developed. Most students demonstrate in-depth knowledge and ability to analyse the main events of the life of the Prophet (PBUH), and how they relate to present life.
- Students' acquisition of knowledge is stronger than the application of their skills, such as in Holy Qur'an recitation. Students are able to undertake extended critical analysis of controversial and contemporary issues in Islam. They benefit from opportunities to use multiple resources, including on-line applications and electronic books.
- Recent teaching improvements are helping to develop recitation skills. Lesson plans are not always implemented efficiently, resulting in restricted progress for some groups. Students are gaining a deeper level of understanding through independent learning tasks.

For development:

- Raise the level of challenge in the middle and secondary phases to enable students to gain a deeper level of understanding.
- Ensure the systematic implementation of plans to enhance students' recitation skills.

Arabic as an Additional Language

	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable ⬇	Acceptable

- Achievement remains acceptable in the middle and secondary phases. Primary students' achievement is better, evident both in lessons and in their recent work. Students are developing their linguistic abilities but find it difficult to use these independently in different contexts.
- Students' listening and understanding are stronger than other skills. Reading for comprehension is limited to familiar texts. Understanding of unfamiliar texts is hindered by students' restricted vocabulary range. Students are less confident in taking part in conversations, but more comfortable when speaking rehearsed dialogues. Independent writing skills are limited.
- Improvement, particularly at middle and secondary phases, is slow as students do not have the sufficient opportunities to develop their understanding of Arabic literary texts and to engaged in meaningful discourse.

For development:

- Provide opportunities for students to practice newly acquired language in a wider range of meaningful and real-life situations in speaking, reading and writing.

English

	Primary	Middle	Secondary
Attainment	Very good ⬆	Very good ⬆	Very good
Progress	Very good ⬆	Very good	Very good

- Internal test results show that, across all phases, students attain above expected curriculum standards. Almost all secondary students participating in the most recent external examinations attained above expected levels. Trends in attainment have improved over the past three years.
- Students reflect on their reading, listen carefully and speak confidently as they justify their ideas using a range of ambitious vocabulary. Writing in primary is strong in terms of quality and quantity. Older students have fewer opportunities to write at length.
- Since the previous inspection visit, changes to the curriculum have helped to improve standards, particularly in the lower primary phase. The increased use of assessment information to help teachers provide tasks at the correct level of challenge has also contributed to improving outcomes.

For development:

- Provide sufficient opportunities for middle and secondary students to write at length.

Mathematics

	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- The attainment remains very good across phases. Students enjoy mathematics and work hard when learning mathematical skills. Calculation skills are strong throughout the school. Students in the middle phase gain very good results in external assessments.
- The application of mathematics is strong across primary and middle phases. Students in lower primary are able to recognise 2- and 3-dimensional shapes in everyday objects. Their skills continue to develop in the middle phase where students apply their knowledge of algebra, geometry and trigonometry to everyday life.
- Students create many innovative mathematical projects, using their own ideas, and incorporate ways that these products could be useful. Opportunities for older students to teach younger students and to explain abstract concepts to each other help them to deepen their mathematical understanding.

For Development:

- Across the school, but particularly in the middle phase, make the purpose of learning for each newly introduced concept very clear to students.
- Provide opportunities to practise new skills, and in all instances keep a focus on the application of skills.

Science

	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- A large majority of students in all grades is achieving consistently, over time, above curriculum outcomes. There is a strong correlation between internal and external achievements. Most students are achieving at levels indicated by their CAT4 profile potential.
- At all levels, students are very confident communicators of science knowledge using age-appropriate terminology. Students are proficient users of technology and are able to use digital sensors effectively in some investigations.
- Opportunities for investigation in all grades, especially in the primary phase, allow students to develop their scientific skills of analysis and evaluation further. This is beginning to have a positive impact on students' understanding of the real world.

For Development:

- Make greater use of opportunities for critical thinking, in order to challenge and develop students' understanding of science and the world.
- Provide more opportunities for students to design their own investigations.

Learning Skills

	Primary	Middle	Secondary
Learning skills	Very good ⬆	Very good ⬆	Very good

- Students in all phases display very effective learning skills. They relate learning to their personal experiences and can successfully use transferrable skills.
- Throughout the school, students collaborate meaningfully to complete tasks, particularly when they have clearly defined group roles and are suitably challenged. They communicate their learning clearly and confidently. They are enthusiastic and effective users of technology to support their learning.
- Many students show innovation and enterprise in extra-curricular activities and projects. In a growing number of lessons, the use of open-ended questions challenges students to think critically and to deepen their understanding. Self-reflection as a tool for next steps in learning is not as strong in many lessons.

For Development:

- Enable students in all phases to develop higher-order thinking and questioning skills.
- Provide students with time to reflect on their own strengths and weaknesses in learning to develop further the skills of independence in learning.

2. Students' personal and social development, and their innovation skills

	Primary	Middle	Secondary
Personal development	Very good ⬆	Very good	Outstanding

- Students are helpful, kind and courteous to staff, visitors and one another. They eagerly take responsibility for their own learning. Secondary students distinguish themselves by ensuring that high standards of behaviour and harmonious relationships are maintained across school.
- Physical activity and healthy eating are important to students who are eager to lead safe and healthy lives. School teams successfully participate in a range of national and international sporting events. Together, staff and students engage with diet and exercise programmes.
- Secondary students have gained the prestigious 'Golden Peacock' award for their caring relationships with students of determination from another school. Positive attitudes towards school are confirmed by consistently high attendance rates. Punctuality to school has improved as a result of action by the whole school community.

	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good ⬆	Very good

- Most students show a deep understanding and appreciation of Islamic values. They demonstrate high respect for the heritage and culture that influence life in the UAE. They enthusiastically involve themselves in cultural and religious activities and celebrations such as Eid, Haj, and Ramadan.
- Older students interact with experts to enhance their understanding of Islam and UAE culture. Parents are welcomed to lead cultural activities and to share their experiences. All students take part in the 'Open Islamic Quiz' to enhance their knowledge. Older students communicate with students around the world to exchange knowledge.
- The vision of Dubai, its economic well-being and globaliastion are integrated across the curriculum. Assemblies always include the UAE National Anthem and recitation of the Holy Qur'an. Cultural diversity is frequently celebrated. After-school activities are targeted to enhance international understanding.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ⬆	Very good ⬆	Very good

- Students at all levels are actively involved in the community. They take their responsibilities seriously, showing enthusiasm and efficiency in their roles. Their contributions to school life show care and concern for the community at large.
- Students are well aware of environmental issues and seek ways to improve the school environment. Almost all contribute to projects like Clean Up and the No Plastic Bags drive. They are actively involved in charity initiatives to fund local and international projects such as Kerala Relief. They designed a model on how to evacuate flooded areas.
- Students are consistently encouraged to be motivated, determined and proactive. Most students take part in innovative working, such as making mathematical clocks and calendars. Older students take charge of hydroponics and sell the harvested fruits and vegetables to staff.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Very good ⬆	Good	Very good

- Teachers plan effective opportunities for students to develop learning skills, particularly in the primary and secondary phases. Successful lessons prompt students to think differently, such as finding multiple solutions to a given problem.
- While teachers across the school generally display strong subject knowledge, there are some inconsistencies across subjects and phases. Not all teachers have a clear understanding of how students learn best at different ages and with varied needs.
- Teachers in the primary phase more consistently use teaching strategies that enhance learning through practical applications. As a result, teaching in primary has improved from last year. Across the school, teachers are not consistent in understanding the level of challenge needed for all students and, therefore, their expectations are not always sufficiently high.

	Primary	Middle	Secondary
Assessment	Very good ⬆	Very good ⬆	Very good

- Assessment processes are consistent across the school. Assessment practices meet the requirements of the curriculum board.
- Analyses of assessment data allow for individual students to be tracked and for senior leaders to monitor and compare group and class performance. The information gathered provides a reliable measure of how well students are progressing, but is not yet used effectively to differentiate for all groups of students.
- Analyses of internal and external data from benchmark tests are detailed and provide valid international comparisons. The use of CAT4 assessments has been developed and provides an indication of students' potential. This has resulted in more effective target-setting and tracking of individual student's progress.

For development:

- Use assessment information to raise teacher expectations of student achievement, especially in the middle school and in Arabic as an additional language.
- Use data to plan and differentiate teaching more effectively for all groups of students.
- Provide constructive feedback to students about the next steps they need to take in learning.

4. Curriculum

	Primary	**Middle**	**Secondary**
Curriculum design and implementation	Very good ⬆	Very good	Very good

- The recently revised early primary curriculum enables smooth transitions for children from kindergarten. The curriculum in the middle and senior grades consistently promotes creativity, and offers physical and practical experiences to strengthen knowledge and skills development in all areas of learning.
- Students experience a wide range of academic and social opportunities, including extra-curricular clubs, to promote their interests and talents. Senior students have a significant choice of subjects in preparation for their future academic studies and careers.
- Cross-curricular links are incorporated carefully to develop skills across all subjects in meaningful and interesting contexts, in particular, through activities in science, technology, engineering and mathematics (STEM) and whole-school projects.
- The review and development of the curriculum is systematic and regular. The school curriculum committee considers carefully internal and external assessment data in order to make necessary changes to suit the needs of students, including students of determination and those with accelerated learning needs.
- Moral education is taught in all grades for one hour each week. In Grades 3 and 4, an additional period of 40 minutes per week is also offered. The language of instruction is English and it meets the MoE requirements.

	Primary	**Middle**	**Secondary**
Curriculum adaptation	Very good ⬆	Very good ⬆	Very good ⬆

- Effective curriculum planning ensures engagement of most students through a range of opportunities to promote interests and talents. Enrichment programmes, like ARIC, School Blog, #Hashtag, have a very positive impact. More individualised programmes are designed well to help students of determination to achieve targets. The needs of students with gifts and talents are less well accommodated.
- Students are encouraged to develop leadership qualities through student council roles, assemblies, inter- and intra-school activities. Students of determination are provided with opportunities to play a full part in performing and in sharing their talents in the school assembly. Enterprise and social contributions are provided through the school's links in the community, with the ASTER hospital and Emirates Aviation.
- Understanding of UAE culture and society is developed through multiple activities and a wide variety of student engagements in competitions, presentations and performances. Celebrations and events encourage participation in charity such as giving food parcels during Ramadan.

For development:
- Ensure that there is continuity and progression of the Arabic and Islamic education curriculum across all phases.

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- Students' safeguarding and safety are ensured through very comprehensive policies and procedures. Processes for child protection, internet safety, and responses to bullying, including prevention of cyber bullying, are very carefully implemented. These are well understood by all and monitored closely.
- The clinic staff, along with teachers and other staff, promote healthy lifestyles and nutritional eating habits through a variety of programmes and activities.
- All records are kept of prompt actions taken to rectify any deficiencies identified during the regular maintenance checks. The school undertakes very thorough risk analyses and assessments to ensure students' safety, health and well-being at all times within the school or when planning for activities, such as sports or educational visits outside the school.

	Primary	Middle	Secondary
Care and support	Very good ⬆	Very good ⬆	Very good

- Relationships between staff and students are very positive. Supervision is light because students are respectful and take care of one another. Systems for managing attendance and punctuality are strong, although a small number of students have long and variable bus journeys to school and are very occasionally late.
- The large majority of students of determination is well identified and their needs appropriately diagnosed. Students with exceptional abilities or gifts are identified accurately and, although there are opportunities to widen and deepen learning outside the classroom, some lessons miss chances to develop their talents.
- Support for students of determination is well targeted. Support staff are skilled and continuously improving through regular training. Careers guidance is exceptionally strong for secondary students, and extensive opportunities, including internships, are provided to give them experience of the world of work and life after school.

For development:

- Provide easy access to all school facilities for all students, including students of determination, to ensure consistent and increased progress.
- Increase the teachers' use of techniques to widen and deepen the learning of the very able students in their class.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Very good ⬆

- The school leadership is developing and implementing a policy of inclusivity, and is ensuring that the whole community served is welcomed into the school through a supportive and friendly admission policy and process. Leaders at all levels are committed to promoting the inclusion agenda. Governance supports the approach with additional resources and monitoring of impact.
- A minority of students of determination has a formal diagnosis. Teachers are developing confidence in their own informal and internal systems to match more accurately teaching techniques and curriculum to individual needs. The data available from tests of underlying ability are not fully used to identify some specific difficulties of students.
- Parents are kept very well informed of their children's progress and issues. Equally, the school listens and acts on information and advice from parents to ensure that both well-being and progress are promoted and monitored. Parents are offered training and contribute fully to the strategic plans for promoting excellence for students of determination.
- Students are supported by trained, skilled learning support staff alongside teachers who increasingly understand students' needs. Advice to staff is up-to-date, informative and appropriate. Where possible, students are involved in monitoring and planning their own learning. The whole student community works together to support students of determination. This reflects a school commitment to ensuring that needs are met, not only effectively but compassionately.
- A large majority of students makes good or better progress. Some students whose needs are complex make exceptional progress toward overcoming lifelong barriers to learning. The curriculum is continually adapting to ensure that students have appropriate and meaningful learning pathways, including alternative accreditation such as ASDAN.

For development:

- Develop staff confidence and ability in identifying and diagnosing needs from screening tests and the use of school data.
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6. Leadership and management

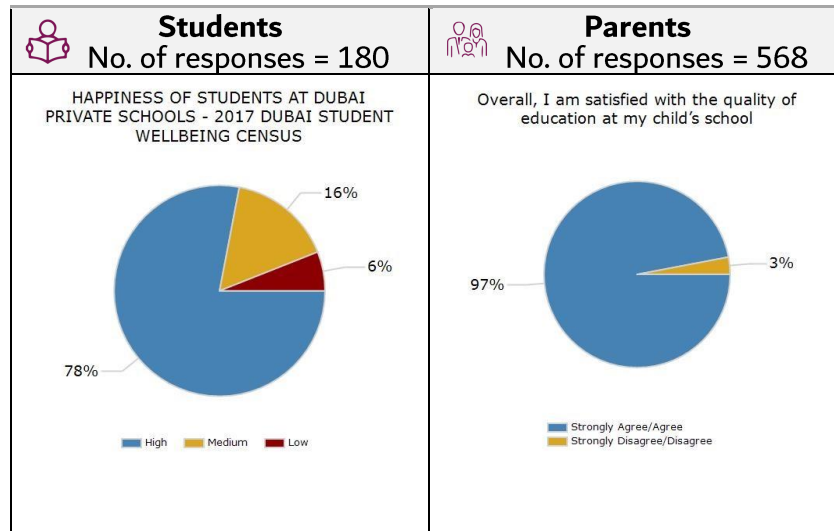|	
The effectiveness of leadership	Very good ⬆
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good ⬆
Management, staffing, facilities and resources	Good

- The principal demonstrates very effective leadership through her clear vision and direction towards continuous improvement. She is proactive in taking measures to enhance the educational experiences for students and to ensure inclusion for all. The principal maintains very positive relationships with the whole school community. She has the respect of and works closely with parents to take forward improvements. Leadership across almost all levels is positive and effective. A few leaders are less consistent in their impact on students' performance.
- The principal and board of governors have effective processes to evaluate the quality of educational provision. Senior leaders monitor students' achievement closely across the school, and link the quality of teaching to the progress made. This approach is effective in raising standards in most aspects but is not yet completely embedded for all subjects, especially Arabic. Priorities are appropriately identified and actions are taken which result in clear improvements across the school.
- Parents are fully engaged in their children's learning in school and through the wide range of communications, including termly reporting and meetings with teachers. They enhance learning in activities such as reading, assemblies, and sharing their professional expertise for students' career advice. They play important roles in the parent council and governing board, gathering and sharing parents' views and ensuring that their opinions are taken into good account. The school has positive and enriching links with the local community. Students benefit through taking part in international events and informative connections with universities.
- The governing board has broad representation from experienced people across the school community. Most notable is the inclusion this year of a wider parent group which has specific roles and responsibilities in monitoring provision. Governors communicate very effectively between school and parents. They seek views regularly. They conduct surveys to evaluate performance and hold leaders to account. The governors take well-judged action to support the principal in implementing improvement priorities.
- Teachers are suitably qualified. Additional staffing enhances support for students of determination. The principal and governors prioritise continuing professional development, matched appropriately to staff needs. New members of staff are well supported through mentoring. The premises are well maintained and offer a varied learning environment. Space and facilities are limited for more active learning and physical education. Students are transported to other venues for swimming and some games. A wide range and sufficiency of resources, including for technology and science, support learning.

For development:

- Develop evaluation skills to a consistently high level across the management team in order to monitor teaching more effectively and raise standards in all subjects.

The View of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students	• Most students are happy and optimistic and want to persevere in their work. They have a strong sense of belonging in the school and positive relationships with peers and adults. Most are confident in their abilities and in their schoolwork. Students shared very positive views during the inspection visit, in line with the survey.
Parents	• Parents are very satisfied overall with their children's education in the school. All feel that their children are safe. Almost all agree that their children want to work hard, have a close friend in school and can talk to teachers. A few would like their children to have more opportunities for physical exercise and games. In discussion, parents confirmed these views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae